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ABSTRACT

This thesis is an exploration and synthesis of the theories relating to an individual's self perceptions including self, self-concept or -image, and self-esteem. The rationale for this thesis deals with the topic of self perception and the related areas which form the psychological context of the individual. The area of study has been selected due to the focus of debate and controversy not only for society in general, but also for the fields of education and psychology. The purpose of this thesis is to develop an understanding of self perceptions based on major theories in the field which can arrive at a synthesis of conclusions and extrapolated recommendations leading from theory to practice. The thesis has three main thrusts. The first provides a foundational base by defining the terms self, self-concept or -image, self-esteem, and the theories behind these concepts via the literature review. The second places the terms within the context of their developmental interaction and analyzes the interrelationships and development of these three areas of self perceptions from infancy through adulthood. The third synthesizes and draws conclusions from the analysis of theories leading to the recommendations helpful for developing strategies to clarify and enhance a more positive self awareness in students. The significance of the nine conclusions drawn and the three recommendations stated are discussed in terms of their relevance for classroom practice and the field of educational psychology. Both the conclusions and the recommendations lay a foundation from which one can begin to bridge the gap currently existing between theory and practice. (Author)

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The Self Perceptions of Self-Concept and Self-Esteem: A Theoretical Analysis

A Thesis

Presented to Antioch University
in Partial Fulfillment
of the Requirements
for the Master of Arts Degree

by

Francis R. Kick, Jr.

Centerville, Ohio
December 1992

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THESIS ABSTRACT

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Francis R. Kick, Jr.

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This thesis is a exploration and synthesis of the theories relating to an individual's self perceptions including self, self-concept or -image, and self-esteem. The rationale for this thesis deals with the topic of self perception and the related areas which form the psychological context of the individual. The area of study has been selected due to the focus of debate and controversy not only for society in general, but also for the fields of education and psychology. The purpose of this thesis is to develop an understanding of self perceptions based on major theories in the field which can arrive at a synthesis of conclusions and extrapolated recommendations leading from theory to practice. The thesis has three main thrusts. The first provides a foundational base by defining the terms self, self-concept or -image, self-esteem, and the theories behind these concepts via the literature review. The second places the terms within the context of their developmental interaction and analyzes the interrelationships and development of these three areas of self perceptions from infancy through adulthood. The third synthesizes and draws conclusions from the analysis of theories leading to the recommendations helpful for developing strategies to clarify and enhance a more positive self awareness in students. The significance of the nine conclusions drawn and the three recommendations stated are discussed in terms of their relevance for classroom practice and the field of educational psychology. Both the conclusions and recommendations lay a foundation from which one can begin to bridge the gap currently existing between theory and practice.

To my loving wife

Judy

my parents

and the 120 schools and programs

across the country who helped me

"KICK IT IN!"

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CHAPTER I

INTRODUCTION

Everyday at the end of class a teacher will say to the entire group, "Everyone did a great job today!" The teacher sincerely means it and intends the comment to communicate a sense of appreciation for all the hard work everyone has put into the day. At the exact time the comment is communicated to the members of the group, however, one member of the group named Adam, reflects inside his head, "Not me! I missed three answers on the quiz, didn't finish my corrections, and haven't even started my new assignment! He doesn't mean me! Because I didn't do a great job today! I did a terrible job!" Another student named Brenda explains to herself, "I don't care if he thinks I did a great job today, this quiz doesn't mean anything to me, I don't care if I don't do any corrections, and I don't have time for my new assignment. I'm going to hang out at the mall with my friends!" Meanwhile Chris responds internally with, "I guess missing half of the answers on the quiz is OK if the teacher said 'everyone did a great job today!' Besides, this means I'll have more corrections to do and I won't have to start my new assignment. Less work for me! I did do a great job today!" Don, who typically misses all or most of the answers on quizzes, responds to himself, "I got half of the answers correct! That's my best so far! I did do a great job today!"

While the comment the teacher made in the scenario was meant to raise the class members' self-esteem, in the case of Adam and Brenda it could

have potentially lowered it. In Chris and Don's case it possibly raised it. Why? People's self perception, experience, and situation shapes the thoughts and feelings they have of themselves, as well as the world around them. "We don't see the world as it is, we see the world as we are."

Rationale

The self perceptions of the individual including self, self-concept or -image, and self-esteem have become "hot topics" to the point that even a recent Newsweek cover story stated that it "has established itself in almost every area of society" (Alder, J., et al. 1992, p.46). Eighty-nine percent of the people surveyed in a related Newsweek Gallup Poll said that self-esteem and the way people think and feel about themselves motivates them to work hard and succeed. "Nowhere has the concept taken root as firmly as in education" (Alder, J., et al. 1992, p. 47). Educational Research in Citation (ERIC), the largest source of information on education related literature, contains over 700,000 abstract entrees from over 750 journals. Produced from the United States Department of Education's Office of Educational Research and Improvement, a computer search of ERIC from January 1982 through September 1992, contained over 5,000 entrees with titles in the area of self perceptions, self, self-concept or -image, and self-esteem. PsycLIT, a database produced by the American Psychological Association (APA) which covers over 1300 journals published since 1987, listed 7,000 references with titles in the same areas. Psychological Abstracts lists major journal articles in education and psychology and had 10,910 articles referenced to self-concept or self-esteem since 1974 which accounts for 2.5% of all articles on file in the abstracts (cited in Hattie, 1992). Even Newsweek's recent survey of the literature estimated that more than 10,000 scientific studies in the area of self-esteem have been conducted with over 200 different tests trying to

measure it (Alder, J., et al. 1992). Even though a great deal of research writing exists, it should be noted however that because the research in the area of self perception is "not noted for a strong commitment to using rigorous research methodology" (Hattie, 1992, p. viii) much debate occurs about its relevance, accuracy, and importance. Wylie (1979) commented that most available research studies in the area of self are too simplistic in approach with regards to both theory and research, leaving large numbers of these research studies to be ambiguous and disappointing. Purkey stated that "for the most part, a general state of confusion in regard to the concept of self existed into the present century" (1970, p. 3).

Due to the onslaught of writing and information; along with the ambiguity, confusion, lack of credible research, and a need for clarity in definition, debate in the educational community has crept in as to whether self-esteem is oversold. Green, a 28 year veteran language arts teacher from Illinois is an example from the side of the debate that promotes the view that self-esteem is oversold:

> The self-esteem bandwagon is diverting much-needed resources of money and energy as it makes its merry way to the front of the innovation parade. After the parade is over, what'll we have to show for it?....The problem is that states and communities are spending far too much time and money forming self-esteem task forces, hiring self-esteem consultants, buying expensive self-esteem literature, viewing high-tech self-esteem programs, and holding self-esteem conferences....Some schools have become so infatuated with the 'new idea' that they're actually spending valuable learning time 'teaching' self-esteem. Why? Are teachers in these schools systems failing to reinforce good performances as a matter of routine and common sense? Are these school systems so academically advanced that they can afford to cut into time spent on the basics? Are students today so different from the students of yesterday...?....Don't get me wrong - positive self-esteem is a worthwhile goal for all our students. But let teachers simply do what teachers have always done - teach the children. (Green & Larson, 1990, p. 31)

The other side of the debate believes that self-esteem is not oversold. Larson, also a 28 year veteran who teaches sociology in Michigan stated:

> I want to make students feel better about themselves, when they leave my class than they did when the semester began....Humans are fragile creatures whose egos need stroking and bolstering. Dignity and respect for one another needs to be the rule, not the exception. Given our fragile society - reflected in the faces and behaviors of our students - we as educators must be concerned with restoring respect for others and encouraging the development of self-worth....Students with a positive concept of themselves have a good relationship with the world around them. Students who don't feel good about themselves - and I see more of them each year - suffer from an impaired ability to concentrate on academic issues and classroom materials. In other words, low self-esteem may create learning and/or behavioral problems. So, like it or not, we must teach to the whole child. We must try to get children into a learning mode - at least during the time we have contact with them. That means making students feel valuable and comfortable in our classrooms....Teachers who work hard to nurture the whole student find that there are fewer discipline problems in their classrooms....A belief in the unconditional worth of each student guides their teaching and discipline procedures....Students with confidence and self-worth constitute a key ingredient for a successful class. Providing an atmosphere where students feel good about themselves and one another takes us a long way toward reaching the academic goals we all wish to achieve. (Green & Larson, 1990, p. 31)

This debate has not been limited to education and psychology; in fact, it has since moved into business, churches, community groups, and society in general.

Summarizing the significance of self-esteem in the areas of school dropout; delinquency, crime and violence; alcohol and drug abuse; teenage pregnancy; and school achievement; The National Council for Self-Esteem (NCSE) recently researched the relationships between self-esteem and depression, peer pressure, moral decision making, behavior, as well as deviant activity (cited in Reasoner 1992). The report referenced Bloom, Earle, and Kite which stated that dropouts tend to have more negative and low levels of self-esteem. According to Kelly, Kaplan, Johnson, and a study of

vandalism in West Germany, correlations were found between areas of delinquency, crime, violence, and individuals with low self-esteem, violations to self-esteem occurring through insult and humiliation, as well as consistent failure. Reasoner suggested that low self-esteem contributes to, increases the risk of, and can result in anxiety, defensiveness, and ultimately alcohol and drug abuse, according to the work of Keegan, Skager, and Gossop. Reasoner qualified that in the area of teenage pregnancy "the relationship between pregnancy and self-esteem depends to some degree on whether it is considered deviant behavior" (p. 2). He did find in four out of five studies that low self-esteem could be associated with less use of contraceptives, as well as a causal link contributing to the risk of adolescent pregnancy, according to references made from Crockenberg & Soby, Beane, and Kirst. Areas of school achievement are referenced to more studies and researchers than any other area in Reasoner's summary. In citing Brookover, Thomas & Patterson, Coopersmith, Wylie, Leamon, Holly, and Covington, Reasoner found a significant relationship between self-esteem and school achievement, including reading ability, I.Q., test scores, and grades.

On the other side of this debate, Newsweek and others (cited in Alder, J., et al. 1992) have criticized many of the summaries done by the NCSE and specifically ones presented separately in a report titled The Social Importance of Self-Esteem (Mecca, Smelser, & Vasconcellos, 1989). They found that:

> The scientists concluded that 'there is a paucity of good research, especially studies that could link the abuse of alcohol and drugs with self-esteem....[That] there is insufficient evidence to support the belief in a direct relation between low self-esteem and child abuse....Self-esteem may be positively or negatively correlated with aggression....[and] that low self-esteem does contribute to the risk of an adolescent pregnancy.' (cited in Newsweek, 1992, p. 51)

Newsweek did not specifically criticize the findings' summaries in the area of school achievement. Although Alder et al. pointed out the fact that one of the

task force members who commissioned the findings refused to sign the final report because of the various discrepancies between the research results and the reports sweeping conclusions (cf. Newsweek, 1992). One such conclusion considered self-esteem as a "social vaccine" (Vasconcellos, 1989, p. xvi) which offers the potential for solving society's problems. In Smelser's (1989) introduction to The Social Importance of Self-Esteem he does admit that "it has been found - and it is reported by the contributors to this volume - that we encounter a number of conceptual problems in getting at the essence of self-esteem and its various behavioral consequences" (p. 9).

With so much debate across so many societal boundaries, one must keep a balanced and clear perspective on the issues raised about self perceptions. "Despite the tremendous amount of research, which could imply that self-concept must be among the most important constructs in people's lives, this importance needs to be placed into perspective" (Hattie, 1992, p. 244). In addition, Purkey (1970), Hattie (1992), as well as others have cautioned that with the confusion of terms and inaccuracies in research, either side of the debate can slant the information in support of their view. Educators and psychologists must of course keep in mind the other factors which influence the learning process and the enhancement of self perceptions. To concentrate on the psychology of the individual and ignore the physical as well as social influences on achievement would be an "intellectual cop-out" (Studstill, 1985).

> Simplistic and superficial focus on the 'self'...runs the risk of ignoring what Cooley and Mead emphasized about the social genesis of the self as well as the complexity of the factors influencing performance in school and behavior in general. One must not jump overboard into the sea of [self] enhancement with only a psychological 'self-concept' as a life perserver[sic]. (Studstill, 1985, p. 21)

How people perceive these physical and social influences, through their own unique and individual process of self perception, creates reality for them personally. Self perception, which includes self, self-concept or -image, and self-esteem, influences peoples' interpretation of what happens to them. This interpretation is seen through or by the individual's unique perception of the event. This unique self perception influences how people see the world and themselves. People constantly see the content of their world through the context of their self perceptions. A greater understanding or level in self awareness of these self perceptions is paramount to enhancing the self.

The rationale for this thesis deals with the topic of self perception and the related areas which form the psychological context of the individual. This area of study has been selected due to the focus of debate and controversy not only for society in general, but also for the fields of education and psychology. Obviously, both of these fields remain in a constant state of evolution and the ideas considered in this work must be seen as dynamic rather than static. This thesis discussion will focus on self, self-concept or -image, and self-esteem, all areas of self perception which form the psychological context through which people view the content of what happens to them.

Purpose

The purpose of this thesis is to develop an understanding of self perceptions based on major theories in the field which can arrive at a synthesis of conclusions and recommendations leading from theory to practice. This thesis has three main thrusts. The first will define the terms self, self-concept or -image, self-esteem, and the theories behind these concepts via the literature review. The second will analyze the interrelationships and development of these three areas of self perceptions from infancy through adulthood. The third will synthesize and draw

conclusions from the analysis of theories leading to the recommendations helpful for developing strategies to clarify and enhance a more positive self awareness in students. The following questions will be addressed:

1. How does the literature define self, self-concept or -image, self-esteem and the corresponding theories underlying these concepts of self perception?

2. Where are the interrelationships between these three areas of self perceptions according to the analysis and synthesis of their underlying theories?

3. What are the extrapolated conclusions and derived recommendations from the synthesis of theories necessary to follow in order for individuals to develop a positive view of self?

The review of the literature provides the background information to investigate how the definitions of self, self-concept or -image, and self-esteem have evolved. Certainly an explosion of writing, research, and general interest on these areas of self perception has occurred. In the process there has been confusion created by the many terms often used interchangeably. This has sparked great debate throughout education, psychology and society in general. This thesis centers on clarifying the definition and use of these terms especially from an educational and psychological perspective. In clarifying the terminology the various interrelationships to these three areas of self perception will be explored. This will help form the synthesis of conclusions and the extrapolated recommendations which follow in order for individuals to develop a positive view of self. The recommendations lay a foundation from which one can begin to bridge the gap currently existing between theory and practice.

Overview

Chapter one presents the introduction to this thesis as well as an overview of each of the following chapters and presents the rational, purpose, limitations and implications of the material.

Chapter two reviews the literature in defining the terms self, self-concept or -image, self-esteem, and the corresponding theories underlying these concepts of self perception. This will primarily develop from the concept of the self within the twentieth century. The thesis' intent illustrates an understanding in present day notions of self, self-concept or -image, and self-esteem. The historical background and the definition of terms provided by the literature review are far from exhaustive; rather, it provides a foundation of understanding from which one can highlight, summarize, and bring together past and current thinking of definitions related to the self.

Chapter three analyzes the interrelationships between the three areas of self perceptions. Using the definition of terms from the literature review in chapter two as a foundational base for the meaning of self, self-concept or -image, and self-esteem, chapter three will look at the development and interaction of these terms. The analysis will provide a brief look into the processes and phases from infancy through adulthood highlighting the multiple factors that influence and affect their development. The analysis will bring together the interrelationships necessary for understanding.

Chapter four synthesizes the conclusions and states the necessary recommendations to follow in order for individuals to develop a positive view of self. This final chapter places the foundational base established by the definition of terms via the literature review from chapter two within the context of the developmental interaction and analysis of chapter three. The significance of the conclusions drawn and recommendations stated are

discussed in terms of their relevance for classroom practice and the field of educational psychology.

Limitations and Implications

This thesis serves as a selected review and investigation of the available literature. The exploration of self perceptions as a theoretical issue, provides a synthesized foundation of conclusions which suggest some recommendations to follow for individuals to develop a positive self awareness and perception of themselves, including their self-concept or -image, and their level of self-esteem. This thesis is limited in that it did not consider existing empirical research. As a result it should lead to additional research based on the recommendations presented. This exploration and synthesis of conclusions is an attempt to return to the theories underlying the concepts from which new directions for practice may emerge.

CHAPTER II

LITERATURE REVIEW OF TERMS

This chapter in reviewing the literature defines the terms self, self-concept or -image, and self-esteem. It selectively refines the information and offers an interpretation that makes a clearer understanding available. The focus will primarily develop from the concept of the self within the twentieth century. The chapter presents current notions of self, self-concept or self-image, and self-esteem. The historical background as well as the definition of terms found in the literature review provide a foundation of understanding from which one can highlight, summarize, and bring together past and present thinking of definitions related to the self.

Historical Background

Human interest of one's mental self, in the psychological sense, has occurred throughout history as evidenced in numerous references. Purkey (1970) stated in the beginning of his brief history of self theories how early ancestors might have passed the time reflecting and thinking about their fears, desires, and how they felt about themselves, while gathered around a fire in a cave with animal skins covering their shoulders. The theological concept of the soul of one's self as being a person's spirit surfaced during the middle ages. The awareness of one's self related in terms of one's psyche was also used by early Greeks to account for a person's soul or mind, considered as a subjectively perceived, functional entity, based ultimately upon physical processes but with complex processes of its own. Hattie (1992) stated that the

Greeks considered the psyche as that which governs the total organism and its interactions with the environment. The early Christian's thought of the self as the soul when preaching "to be true to your soul" and the famous ancient Greek's command to "Know thyself," also related to this early concept of self. The Greek philosophers Plato and Socrates carried this idea further. Socrates taught that the essence of the real self, the true person, was the soul. Plato first implied that the soul or self was divided into two parts, the rational and the emotional or irrational. Aristotle took Plato's idea and changed it by claiming that the self never thinks without a mental picture or image. His interpretation stressed that the mind was higher than the soul or that the rational preceded the emotional. This formed the early foundation for the idea that one cannot have a feeling without a thought. Eastern beliefs also paralleled this discussion in Budda's teachings that all things are influenced, controlled, created, and ruled by the mind. Even the seventeenth century French mathematician and philosopher René Descartes said "I think, therefore I am" (cited in Hattie, 1992).

After Descartes, many philosophers subjected the self to inquiry, thought, evaluation, and explanation. Seventeenth, eighteenth, and nineteenth century thinkers such as Leibnitz, Locke, Hume, Kant, Berkeley, Mill, Bain, Spencer, Bergson, and Peirce (cited in Hamachek, 1987; Hattie, 1992) all offered their philosophical examination of this complex concept and it's multiple meanings. However, all of that changed near the beginning of the twentieth century, when psychology started to emerge as a science.

> As psychology evolved from philosophy as a separate entity, the self, as a related construct, moved along with it. However, as the tides of behaviorism swept the shores of psychological thinking during the first 40 years of this century, the self almost disappeared as a theoretical or empirical construct of any stature. Study of the self was not something that could be easily investigated under rigidly controlled laboratory conditions. As a consequence, the subject was not considered

> appropriate for scientific pursuit.....Since World War II, the concept of self has been revived and has exhibited remarkable vitality. (Hamachek, 1987, p. 2)

This thesis primarily develops from the concept of the self with the twentieth century notions of self, self-concept or self-image, self-esteem. The following definition of terms highlights, synthesizes, and draws conclusions from current thinking and definitions related to the self.

Definition of Terms

Understanding that words themselves have no intrinsic meaning, it is people that give words meaning (Webster's, 1984 p. xxvi). An attempt has been made to share how individuals have given significant meanings to the vocabulary used in the field of self perception. The goal of this section is to give the words historical context or a past framework of thought. The task is to sketch with words the outline of an open concept of definitions and ideas, networked together to give a context from which to go further. Definitions can be considered a working tool which results from the use that has been made of them (Webster's, 1984, p. xv). This paper uses these working tools of language to synthesize a more articulate thought in defining the selected words.

> A physicist could not define electricity or magnetism and would think it absurd and meaningless to try to do so. Rather the physicist could tell you how electricity reacts with other attributes, how it can be used, and the value of knowing some properties of electricity.... Definitions provide the history of a word. These definitions are neither rules, nor a priori, nor indicators of what we can and cannot properly say.... Thus it is difficult to fathom why psychologists and educators get themselves tied in unravellable knots by trying to operationally define terms such as self-concept .... It is pointless to merely present a list of definitions without comment or explanation. (Hattie, 1992, pp. 4-5)

Self

The self is generally considered by both the psychological field, according to the Encyclopedia of Psychology, and the educational field,

according to The International Encyclopedia of Education, as a formation of individual perceptions and memories that have self-reference (Corsini, 1984; Husen & Postlethwaite, 1985). William James, perhaps the first self psychologist (Offer, Ostrov, Howard, & Atkinson, 1988) and the father of American psychology defined self as the sum of all an individual can call their own. This includes material and physical aspects, social aspects, and spiritual aspects, involving desires, inclinations and emotions. All of these aspects make up parts of the self. James (1983) originally suggested in 1890 that the self can be both a "*knower*" and an "*object of knowledge*." The *knower*, James considered the "*I*" and the *object of knowledge*, the "*me*." The *me* or "*real*" self, represents the thing, or total of things, objectively and subjectively known or experienced. The *I* or "*ideal*" self identifies the thought that knows them. James therefore defined self as having two areas or perspectives: The *me* or *real* self that is the *object of knowledge* and feels about one's self, and the *I* or the *ideal* self that does the thinking. In other words, the *me* is that aspect of the individual that is known to or appreciated by the *I*. It is the *I* that continually organizes and interprets the experience of the *me* (Offer, Ostrov, Howard, & Atkinson, 1988).

Mead (1934) and others have also made a distinction between *me* and *I*. In addition to the shared social identity, which is what Mead called the *me*, there is the spontaneous and active aspects of the individual, which Mead called the *I*. Mead stated that the *I* acts upon the *me*. Bertocci (1945) also discussed the two aspects of the self and emphasized the differences between the self as *subject*, *I*, and the self as *object*, *me*. Hall and Lindzey (1957) originally made this distinction as well when it comes to defining self. They stated that self contains both the process of thinking, recalling, and perceiving, as well as being the individuals feelings, evaluations, and

attitudes. In their second edition (Hall and Lindzey, 1970) their distinction had been impacted by the many different ideas about self which developed over the years.

Wylie (1961, 1979) made reference to the increasingly large number of theories on the self that emerged during the past half century. Theories such as: Cooley, Adler, Lewin, Goldstein, Hyman, Lecky, Murphy, Raimy, Snygg & Combs, Hilgard, Newcombe, Erikson, Kelley, Sullivan, Maslow, Allport, Cattell, Secord & Backman, Sherif; (cited in Purkey, 1970; Beane & Lipka, 1986; Hamachek, 1987; Frey & Carlock, 1989; Hattie, 1992) all added to the self movement. The idea of self became more than just a subject and an object. Hattie (1992) concluded that the self is an object within an environment, as the existentialists claimed, and has potential, as Rogers (1961, 1977, 1980) claimed. It involves various internal, external, conscious, and unconscious processes, as the Behaviorists and Freudians considered, and is an agent, such as Allport, Skinner, and Socrates believed (Hattie, 1992). "Thanks to a hectic period of theory building, followed by strongly held positions on issues, most psychologists rallied around certain systems and organized schools which were characterized by ardent advocacy of their own theory and unrestrained hostility to opposing ones" (Purkey, 1970, p. 4). Since many people contributed rich material at such a high level, confusion of terminology resulted. Beane and Lipka (1986) pointed out that confusion and often disagreement occurs in practice as well. Offer, Ostrov, Howard, and Atkinson (1988) also cited the variety of views defining the nature of self. Frey and Carlock (1989) mentioned in their text that with any historical review of the literature, the words self, self-concept, and self-esteem are used almost interchangeably. They are quick to point out however that distinctions can be made.

One of the most significant contributors in offering clarity and distinction in the definition of self was Carl Rogers (1961, 1977, 1980). He developed a system of psychotherapy known as nondirective counseling based on a theory whose central phenomenologically psychological construct was the self (Rogers, 1977). This phenomenological perspective represents what a person experiences and how that person perceives the world (Hochreich & Rotter 1975). The phenomenology approach within psychology focuses on how individuals perceive and experience their self and the world. This approach stresses why individuals can and should be understood in terms of how they view themselves and the world around them. Rogers' approach had such an impact in psychology and education that it became known as self theory. This self theory created a strong interest in, and gave major importance to, the way individuals saw themselves and their worlds, the many internally intrinsic motivating forces, as well as the symbolic and cognitive processes of the self (Purkey, 1970). Rogers' self theory helped bring the earlier ideas about the self together, and along with the work of Brookover, Heider, Patterson, Wylie, Kelley, Combs, Diggory, Coopersmith, Gergen, Jourard, as well as others (cited in Purkey, 1970; Beane & Lipka, 1986), gave a thorough psychological context in defining the self .

Branden (1971) pointed out that in a psychological context, self is used most often to mean the totality of those mental characteristics, abilities, processes, beliefs, values and attitudes that people recognize as their own. He also pointed out that the Latin word for *I* is ego, which he identified as the unifying center of consciousness, the irreducible core of self awareness, that which generates and sustains a sense of self or personal identity. Branden stated that a person's ego is not their thoughts, but that which thinks; not their judgments, but that which judges; not their feelings, but that which

recognizes feelings; the ultimate witness within, the ultimate context within which all other aspects of self exist.

Fitts (1971) also hypothesized, the self (a central construct) offers individuals a "handle" (p.8) which facilitates the ability to understand and predict behavior. This hypothesis rests on the assumption, according to Fitts, that self theory approaches everything from a phenomenological perspective. Based on the general principle that people react to their phenomenal world in terms of the way they perceive their world, the most important feature of an individual's world remains their own self. The idea of considering the self as a central context or construct parallels the work of Harter (1983, 1985, 1990). Her conceptual framework to the self, or what she refers to as the self-system, has two major themes. One theme relates to the original distinction made by James' *I* and *me*, and the second theme considers the self in relationship to others. Both of these themes compose Harter's construct or conceptual framework in understanding the self.

Hamachek (1987) summed it up by suggesting that Jersild best clarified the self specifically as:

> A person's self is the sum total of all he can call his. The self includes, among other things, a system of ideas, attitudes, values, and commitments. The self constitutes a person's inner world as distinguished for the outer world consisting of all other people and things. (cited in Hamachek, 1987, p. 4)

The self, a psychological construct, blends the concept of *me* and *I* into an unique identity. Hamachek (1986) considered the self the slow and complex evolutionary outgrowth of a tightly defended and differentiated sense of personal identity, which he sees developing from "an undifferentiated mass of vulnerable potential" (Hamachek, 1986, p. 2). He went on to describe this evolution of self through stages of increasing interpersonally emotional and cognitive complexity. "The self simultaneously develops as the '*Me*' that has

certain recognizable physical, social, emotional, and intellectual attributes (i.e., the self-as-object idea), and the *I* that carries out certain perceiving, thinking, performing and remembering functions (i.e., the self-as-doer idea)" (Hamachek, 1986, p. 2). Purkey (1970) considered the characteristics of self as being organized and dynamic, the center of an experiencing individual's personal universe. He suggested that everything is seen, understood, and analyzed from this personal center, and that a person's motivation is a product of the individual trying to guard, maintain, and enhance the self. Hattie (1992) summarized that the issues related to self can be understood to see the self in terms of the "*known* and the *knower*" (p. 35). The self is both *me* and *I*.

Self-Concept

Self-concept, commonly defined similarly as self-image throughout much of the educational psychology literature, is treated accordingly as well as interchangeably (Wylie, 1961, 1979; Hattie, 1992). Knowing this and what has already been presented in defining the word self, the words image and concept need clarification. Image relates to a representation, mental picture, or visual impression of something, like that produced in the reflection of a mirror. This relates to Cooley's (1902) concept of a "looking glass self." His definition considered the fact that individuals are aware of how others perceive them and are affected by those perceptions in defining their self. Image can be considered a conception, idea, impression, or mental thought. It is also interesting to note, that from a psychoanalytical perspective image is frequently defined as a picture or likeness of a person usually idealized and constructed in the mind (Corsini, 1984). This helps tie in the idea that self-image can be considered the *ideal* self, or *I*. The definition of concept is an idea or thought, a generalized idea of a class, or group of objects and/or parts,

adding relevance to the idea of a multidimensional self-concept (Corsini, 1984). Finally, many treat the definition of self-image as meaning an individual's conception of themselves and their own identity.

Self-concept is described by psychologists as one's descriptions and characteristics as seen through their personal perspective (Corsini, 1984). Generally educators view self-concept as the thoughts one considers as the essential and distinguishing characteristics of the self that differentiate an individual's selfhood from the environment as well as others (Husen & Postlethwaite, 1985). Self-concept refers to the perceived experience of an individual's own being, and pertains to an organized cognitive structure of an individual's own perception. Comprised of various beliefs and values, the self-concept cuts across all facets of an individual's experience, including physical, behavioral, social, and psychological, all in relation to the environment. The Johari Window remains a conceptual model frequently used to illustrate these various facets of an individual's experience (Frey & Carlock, 1989; Hensley, 1983; Luft, 1955, 1969). This well known illustrative model demonstrating one's self awareness of the self-concept, has become a commonly cited source. It describes the self as containing various aspects known and not known to the self as well as others.

Self-concept pertains to people's ideas, beliefs, and images concerning their traits and characteristics, liabilities and assets, limitations and capabilities (Branden, 1971). In Canfield & Wells' (1976) introduction, they discussed the self-concept as being composed of the various attitudes and beliefs people have of themselves, which influence and determine what they think, what they are, what they think they are, how they act, and what they can become. It is the knowledge of what an individual has been or done that helps him or her to understand and also to control or regulate behavior

(Markus & Nurius, 1984). Shavelson and Marsh (1986, Marsh, 1986, 1987a, 1987b, 1990) defined self-concept as people's perception of themselves, which forms through their experiences with and interpretations of their environment. Self-concept, defined by Beane and Lipka (1986) as the description an individual attaches to their self, rests on the many roles one plays and the various attributes one believes they possess. Hamachek (1987) looked at self-concept from a related view, in the sense that it is an organized cognitive structure of the individual based on the sum total of all their experiences. His definition suggested that from these experiences develop the concepts and ideas individuals have of themselves, and serve as a private, mental image, or collection of beliefs about themselves. The word self-image implies an image of one's self (Offer, Ostrov, Howard, & Atkinson, 1988).

Because self-image is a synonym of self-concept, the interchangeable confusion is cluttered additionally by the fact that many times self-image often refers more to the physical self, or image (Studstill, 1985). Certainly the idea of one's self-image, from an entirely image standpoint, is used in the advertising business. Their attempts to create images intended to represent or imitate the *ideal* look with their products exploits and presents an explicitly created extrinsically motivated need for the consumer to compare what they should, ought, or must look like. The advertiser's goal is to get the consumer to believe that their *real* image should look like the advertiser's *ideal* image, instead of the individual's own, so that the individual will buy the product. Image, from this perspective is not the issue and therefore in order to avoid this possible confusion, the true meaning of one's self-image will be referred to as self-concept throughout the remainder of this thesis.

Hattie (1992) demonstrated that the self-concept is, and has been according to the research, regarded as a part of a cognitive construct. He

substantiated that the self-concept involves more than the *knower* and the *known*. It includes the very process of knowing. Hattie presented a "facet analysis" definition of self-concept, as opposed to an operational or "reduction sentence" definition (Hattie, 1992, p. 4-9). According to Hattie's (1992) facet analysis definition of self-concept, the self-concept or conceptions of an individual's self are cognitive appraisals, expressed in terms of expectations, descriptions, and/or prescriptions, which are integrated across various dimensions that individuals attribute to themselves. The integration occurs primarily through self verification, self-consistency, self complexity, and self enhancement. These attributes may be consistent or inconsistent depending on the amount and/or type of confirmation or disconfirmation the individual's appraisals receive from themselves and others. Hattie (1992) defined self concept as:

> Our conception of self is what I the knower knows. Thus, Descartes' axiom of the self 'I think, therefore I am,' can be recast such that self concept is more related to 'I think I am ...,' where the '...' refers to some interpretations we have about ourselves. Yet, it is too simple merely to claim that self concept involves the knower and the known; the processes of knowing are also involved. It will be argued that the different processes of knowing relate to our self conceptions. Paraphrasing Adler (1963), the self concept is both the artist and the picture..... It would be conveniently simplistic to argue that philosophers have been more interested in the self, the knower, and psychologists more interested in self concept, the known. The overlap of interests (and of history) is much greater. Self concept is not merely what we know about ourself; it also involves the relationships between what we know, and these relationships invoke discussion of the processes. The relationships between the various facets of self concept have rarely been discussed (p. 35).

Self-Esteem

Self-esteem in education's widely used theoretical definition relates to a positive or negative orientation towards oneself (Husen & Postlethwaite, 1985). Psychology defines self-esteem as the way one feels about oneself, or

the "sense of personal worth and competence that persons associate with their self-concepts" (Corsini, 1984, p. 289).

In William James' (1983) work Principles of Psychology, published originally in 1890, self-esteem is described as a ratio between one's actualities, or *real* self, to one's supposed potential capabilities, or *ideal* self. Erikson (1950) thought of self-esteem as an individual's evaluation of one's self, or self-concept. Individuals compare their *real* selves, *me*, and their *ideal* selves, *I*. They judge themselves by how well they measure up to the social standards and expectation they have taken into their self-concept and by how competently they do their work. An often referenced book, Coopersmith's (1967) The Antecedents of Self-Esteem, defined self-esteem as a personal judgment of worthiness which is expressed in the attitudes the individual holds towards their self. Purkey (1970) applied these thoughts to student achievement and found that individuals who fail to live up to their own thoughts of expectations, suffer significant losses in a feeling of self-esteem.

Linville's (1982) exploration of the affective domain and the influence cognitive thoughts and processes have on various emotional feelings and the affective processes, lead to a model that suggests variations in feelings, mood, and evaluation are "tied" (p. 80) to cognitive structure. Much of Linville's work applied this model to feelings about the self and is supported by the work of Schwarzer (1986), who stated that emotions are dependent on cognitions. This vein of thinking can be traced back to the ideas of Zajonc (1980) who found affect to be considered in most contemporary theories as post cognitive. He also recognized that affective reactions can occur without extensive cognitive processing. His work directly applied this thinking to the affective judgments on the self, or in other words, self-esteem. Cotton (1983) described self-esteem as an evaluative dimension, based largely on the

judging function of the self-concept. She saw it as a conscious description containing unique and intense feelings complexly related to self judgments and evaluations.

Self-esteem as referring to the evaluation one makes of the self-concept also describes the definition used by Beane and Lipka (1986). More specifically, they emphasized that self-esteem has to do with the degree to which one is satisfied or dissatisfied with it, in whole or in part. They suggested that self-esteem involves the individual's sense of self worth or self-regard, revealed in such feelings as liking one's self or not liking one's self. This explains the difference between high self-esteem and low self-esteem, in the sense that one can have various degrees of very favorable opinions to very unfavorable opinions about one's self. The perception of one's self or self-esteem judgments are largely influenced by the beliefs and values of the individual. Beane and Lipka (1986) confirmed this position when they said that "the point of understanding the place of values in self perceptions is that an individual may not have the same self-esteem judgments others would have under similar circumstances" (p. 6). Beliefs and values vary from individual to individual. In summary, they considered self-concept and self-esteem as different dimensions of the broader area labeled as one's self perceptions, with self-concept being descriptive and self-esteem being evaluative.

Hamachek (1987) made the distinction between self-concept being a cognitive part of self perception, and self-esteem being an affective part of self perception. He suggested that individuals have certain ideas, or thoughts, about who they are, as well as having certain feelings about who they are. Hamachek (1987) illustrated this by saying, "I am a student," is considered a statement purely descriptive and relates to part of the individual's self-

concept. "I am an excellent (or average or poor) student" is an evaluative statement reflecting the individuals level of self-esteem (p. 14). He suggested in his definition that self-esteem builds from an individual's evaluations of who they are, what they do, and what they achieve in terms of their assessments of what is good, worthwhile, and/or significant (1987). Hamachek raised the question as to how an individual decides what is good, worthwhile and significant. His question can be answered in the work of Beane and Lipka's (1986) understanding of the place values have on self perceptions.

Others have also considered self-esteem as an evaluative term (Jones, 1990; Olson & Hafer, 1990). In their text Frey and Carlock (1989) concluded from their findings in the research that self-esteem refers to the many positive, negative, neutral, and ambiguous judgments an individual places on the self-concept. Self-esteem is the evaluation one places on the self-concept. They also discuss the idea of two interrelated aspects, of feeling that one is competent, worthy, and self-respected, as well as thinking of one's self in one's mind. Branden (1992) also alluded to this reference when he defined self-esteem as being the "confidence in our ability to think and to cope with the challenges of life," as well as the "confidence in our right to be happy, the feeling of being worthy, deserving, entitled to assert our needs and wants and to enjoy the fruits of our efforts" (p. 8). Both Frey and Carlock (1989) and Branden (1992) definitions' influence can be seen in the National Council for Self-Esteem's definition as presented by Prieskorn (1992). It stated that self-esteem refers to the experience of considering oneself as being capable of managing life's challenges, which are presented to every individual, and the feeling of being worthy of one's own happiness.

In defining the meaning of self-esteem, Hattie (1992) interpreted James (1983) when he discussed the idea that the feelings and emotions which self concept raise are primarily satisfied evaluations or dissatisfied evaluations in comparing the *real* self with the *ideal* self. Hattie stated that the expectations, descriptions, and prescriptions that play an important role in forming the self-concept, as he defined it, are appraisals which are related and depend on the individual's beliefs and values. The evaluation and appraisals people place on their self are all relative to what they consider to be important, not necessarily to their capabilities or knowledge. James (1983) discussed how not knowing the Greek language does not affect his level of self-esteem because it's not important to him. His acceptance of his concept of self in this instance existed independently of his knowledge and capabilities. Only when people regard certain aspects of their self-concept as important will there be affects on their level of self-esteem. When people consider a certain aspect of self and their capabilities important enough to realize them, then a second consideration relates to the confidence in being able to realize intentions or achieve expectations they consider capable of achieving. Hattie (1992) believed "to have high self-esteem implies both that we consider aspects of our life as important and that we have the confidence to fulfill our expectations" (p. 54).

Summary

Drawing from the historical background and the discussion of the terms via the review of the literature, one can begin to summarize and define the following terms. The self consists of the sum total of an individual's sense or perception of personal existence. A self-concept relates to a more cognitive or intellectual idea or thought of an individual's personal identity. Self-esteem involves a more affective or emotional level of evaluative

understanding or feelings of an individual's personal worth. Certainly definitive understandings of these terms is not possible without looking at, as well as analyzing, the interrelationships during the interaction and development of these three areas of self perception, which will be the task of chapter three.

CHAPTER III

ANALYSIS OF THEORIES

The discussion and definition of terms in chapter two's literature review serves as a foundational base for the meaning of self, self-concept, and self-esteem. Chapter three will analyze the development and interaction of these terms. The analysis will provide a brief look into the processes and phases of infancy, childhood, pre-adolescence, adolescence and adulthood highlighting the multiple factors that influence and affect their development. A basis of processes in the development of self-concept as well as the development of trends in the formation of self-esteem will be presented.

Developmental Analysis of Self-Concept

There is a large amount of literature on the developmental aspects of the self and self-concept, but little is based on longitudinal studies (Wylie, 1961, 1979). This creates a piecemeal perspective on the various developmental phases involved. Certainly, many point to the obvious developmental characteristics of particular stages of growth and the influences that occur within a social context. Throughout the literature reviewed, many references to systematically comprehensive approaches of development are made within the various age periods of growth (Beane & Lipka, 1986; Hamachek, 1986; Harter, 1983; Hattie, 1992; Lewis & Brooks-Gunn, 1979; 1985, 1990; Shavelson & Marsh, 1986). Hattie (1992) pointed out that these should not be considered formally precise "stages, nor that an individual must go through each phase in order, nor that individuals will

experience all aspects; rather the argument is that there are loose associations between various events in the development of self-concept" (p.119). He described the development of self as a process of various phases from birth to death which are interrelated and interacting.

Infancy begins by nurturing the emergence of self as subject (Harter, 1983). This begins initially with the mother-infant dyad according to Harrè (cited in Hattie, 1992), who claimed that an infant newborn should be seen as a part of a surrogate system or an entire individual social dyad. Certainly this does not imply that infants are born with a concept of self. It is generally agreed that at birth, an infant cannot distinguish between the environment or self. This first level of self awareness that the infant gains through initial physical kinesthetic feedback of action and outcome, represents the first introduction to a locus of control. During the infants' development of a sense of self as subject, the infant first begins to appreciate that it exists as an active agent, a cause and controller of actions, separate from other individuals and objects (Harter, 1983). This initial development and emergence of self as *subject* usually occurs, according to Harter, within the first twelve to fifteen months of the infant's life. Following immediately is the infant's emergence of self as an *object*, which Harter stated occurs during the fifteenth to twenty-fourth month. Much of her interpretation of behaviors during the various ages of this developmental phase are based on the work of Lewis and Brooks-Gunn (1979), and was refined by Hattie (1992) (see Table 1).

Table 1.

The Basis of Development of Self-Concept: The Emergence of Self as Subject and Self as Object During Infancy as Described by Harter (1983), Lewis & Brooks-Gunn (1979), and Hattie (1992):

Age Mo.	Behaviors	Interpretation	Self Knowledge	Emotional Experience	Cognitive Growth	Self-Recognition
0-3	Kinesthetic feedback; eyelids close, the world becomes dark, foot bangs against bars of crib, pain results, releases a rattle from hand, it falls, infant cries, mother comes.	Infant experiences regular and consistent contingencies between one's actions and the outcomes they produce. The contingency between self-generated action and outcome is immediate and consistent.	Interest in social objects emergence of self-other distinction.	Unconditional responses to stimulus events.	Reflexive period primary circular reactions.	-
3-8	Interest in mirror image; regards, approaches, touches, smiles, vocalizes. Does not differentially respond to self vs other in mirror or videotape representations of self	No evidence that self is perceived as a causal agent, independent of others, no featural differentiation between self and other.	Consolidation of self-other distinction, recognitions of self through contingency.	Conditional responses (stranger, incongruity).	Primary and secondary reaction.	No clear self other differentiation.
8-12	Understands nature of reflective surface; contingency play imitation, rhythmic movements, bouncing, waving; can locate objects in space, attached to body. Differentiates between contingent and non contingent videotape representations of self.	Active agent in space emerges, awareness of cause effect relationships between own body movements and moving visual image.	Emergence of self-permanence & self categories; recognition of self through contingency and onset of feature recognition.	Specific emotional experiences (fear, happiness, love, attachment).	Object permanence, means-ends, imitation.	Beginning of self-other & the differentiation.

12-15	Uses mirror to locate people and objects in space. Reaches toward person, not image, and reaches toward object not attached to body. Distinguishes between self movement and movement of others on videotape	Self-other differentiation with regard to agency. Appreciates self as an active, independent, agent separate from others, who can also cause their own movements in space.	Consolidation of basic self.	Development of empathy.	Language growth.	Verbal labeling of self.
15-18	In mirror and videotape, demonstrates mark-directed behavior, sees image and touches rouge on nose. Points to self. Distinguishes between self and other in pictorial representation and videotape.	Featural recognition of self; internal schema for own face that can be compared to external visual image.	Feature recognition without contingency.	Development of, guilt.	More complex means-ends.	Pointing to self, self-other differentiation.
18-24	Verbal labeling; infant can state name, attach appropriate personal pronoun to own image in mirror. Can distinguish self from same gender infant in pictures and can label self.	Appreciation that one has unique featural attributes that can be verbally labeled as the self.	Categories (age, gender, emergence of efficacy).	Development of embarrass-ment.	Symbolic represen-tations.	Beginning personal pronouns.

Note. Adapted from "Developmental perspectives on the self-system" by S. Harter, 1983. In P. H. Mussen Handbook of child psychology, (4th ed.) (p. 283). New York: John Wiley & Sons; and Social cognition and the acquisition of self (p. 227) by M. Lewis and J. Brooks-Gunn, 1979, New York: Plenum.

This initial experience of life during infancy starts the many processes of the developing self. Development of intentional behavior and personal causation, distinguishing between self and other, as well as self and environment, and the beginning of cognitive development are all taking shape and affect in the infant's life (Hattie, 1992). From a psychosocial perspective, the infant's initial formation of trust or mistrust and autonomy as well as guilt and doubt are shaping the social and emotional attributes of the self (Hamachek, 1986). Much of the learning begins by exploring the many means-ends relationships that occur during this early stage or phase of life. As cognitive development takes place, skills such as distancing, separation, and permanence begin to allow the infant to see the difference between, as well as form categories about itself, others, and the environment (Hattie, 1992). These cognitive skills and self awareness enable the infant's development into childhood.

Childhood development takes place in the early stages almost exclusively in the home with relation to the parents or guardians. The feedback from these significant others, or primary caretakers, creates the child's first impression of self perception. This feedback provided by the child's first view of its social world through the primary caretakers, takes on a more important role than any feedback the child receives from inanimate objects in the physical world (Lewis & Brooks-Gunn, 1979). During these early years children also begin to evaluate their capabilities such as walking, moving objects, and tying their shoes. The child's level of competence is defined by obvious successes and failures. These direct, objective standards and physical realities make up a majority of the child's world and cognitive operations (Suls & Mullen, 1982). As children develop, however, they gradually begin to evaluate their capabilities by comparing their present

accomplishments with their past accomplishments. Since the early period of childhood during years three to five are filled with rapid advancements of both physical and cognitive skills, the comparisons yield a positive evaluation of the self. This positive evaluation establishes an early sense or level of high self-esteem. A negative evaluation of self can also begin to form an early sense of level of low self-esteem here as well. Hamachek (1986) noted that it is during this period where a sense of initiative as well as guilt develop. Hattie (1992) mentioned that during this period of rapid development, language skills and a broadening of experience greatly influence the content of one's self-concept.

Middle childhood marks the period where the initial rapid growth and advancement begins to taper (Suls & Mullen, 1982). The child's social experience starts to expand in school and significant others begin to include teachers and other adults. Self competence, still an issue, relates especially now to performance on tasks in school work and in games with friends (Bean & Lipka, 1986). A child's perception of industriousness begins to influence a sense of self (Hamachek, 1986). Because of the increased socialization and the tapering of rapid development, comparisons with recent and past efforts yield smaller amounts of improvement and become less gratifying (Suls & Mullen, 1982). An orientation of social comparison becomes more important to the child and causes the initial awareness of inferiority in the self (Hamachek, 1986). As the child continues through this period of childhood, most development continues to relate around the immediate family and a restricted environment where one continues the beginning development of concrete operations and a growing sense of personal power (Hattie, 1992). As the child experiences the cognitive changes and development, more clarity occurs between self and others as well as self and environment. Values and

beliefs instilled by significant others go through an initial period of confirmation and disconfirmation which create changes in expectations (Hattie, 1992). This added multiplicity of developmental phases, along with the shift of self comparison to social comparison is characteristic of late childhood development.

Pre-Adolescence, late childhood, emerging adolescence, or transescence, all refer to the same period of development, which is generally defined as the onset of puberty and the transition between childhood and adolescence. As the pre-adolescent grows through this developmental period, social comparisons continue to dominate over self comparisons (Suls & Mullen, 1982). A greater concern with personal appearance and "how others view me" becomes more obvious in the pre-adolescent. Peer relationships, best friends, and the beginning of stronger boy-girl interaction seem to take center stage from other significant relationships. At the same time that they are becoming more socially conscious about themselves, pre-adolescents are going through various changes that are associated with the onset of puberty. The school structure begins to change from a self contained class of limited numbers and guided instruction to a more open schedule of classes with larger numbers of student integration and independent instruction. All of this causes pre-adolescents to "face some massive changes that consequently lead to changes in or threats to their self" (Hattie, 1992, p. 131). An increase in cognitive development also occurs with an actual growth in the development of brain cells as well as cognitive sophistication and the development of concrete operations into the more formal operational stages of adolescence (Suls & Mullen, 1982; Hattie, 1992).

Adolescence is a period where the process initiated during pre-adolescence intensifies. Physically, the transition into sexual maturity and

the start of serious sexual experimentation as well as the possibility of reproduction creates a great deal of stress for the adolescent. A greater concern with one's appearance and the comparison of physical development to others takes place. Socially adolescents begin to form more peer cliques and a greater conflict between family loyalty and peer loyalty occurs. A struggle for the need to be independent and different from others, when it comes to the family, as well as a need to fit in and be interdependent with others, when it comes to the peer clique, is a characteristic occurrence during adolescence. This period causes the adolescent to have increasingly more complex levels of self perceptions, which creates a period of identity crisis (Hamachek, 1986). At the same time society, families, and life in general starts to pressure the adolescent to decide exactly "who you are and what you want to be." This creates a great deal of confusion and frustration in trying to develop a clear and positive sense of self-concept, while trying to maintain a certain level of self-esteem during this period into adulthood.

Adulthood maturation of the self characterizes a stabilization and clarity of self perception. Beane and Lipka (1986) described this as occurring when people's views of themselves, as well as the views perceived from others, remain consistent in various situations. The self-concept is generally considered more stable in adult life, according to the findings of Hattie (1992). However, the various pressures which occur during this period of life, such as divorce, unemployment, or family death, do affect their self perceptions. Middle age, transitional events such as marriage, children, relocating, the onset of old age, and dealing with one's own mortality, all contribute to various reassessments of one's self-concept (Suls & Mullen, 1982).

The development of self, a process from birth to death of various interrelated and interacting developments or phases, overlaps during an

individual's life. Since it is clear that individuals are not born with a self-concept or an awareness of self perception, it must be learned and developed implicitly and indirectly throughout their life (Hattie, 1992). Frey and Carlock (1989) suggested that many modalities of learning influence and facilitate this developmental growth of the self including direct experience, verbal/nonverbal human interaction, social learning through parenting, schooling, and various group memberships. These modalities of learning about one's self begin with physical interactions, continue through behavioral and social development, and finally are internalized psychologically (D. Frey, personal communication, November 30, 1992). Hattie (1992) detailed the development through seven identified processes, which include the following variety of factors: (1) as individuals learn to distinguish between the self and others, (2) as individuals learn to distinguish the self from the environment, (3) as major reference groups change, which in turn leads to changes in expectations, (4) as the individual changes the source of personal causation, (5) as individuals change in cognitive processing, particularly with the development of formal operations, (6) as individuals change and/or realize cultural values, and (7) as individuals change and/or realize confirmation and disconfirmation. Each of these developmental processes interrelates, interacts, and overlaps during the various stages or phases of an individual's life, as illustrated in Table 2.

Table 2.

Seven Processes in the Development of Self-Concept as described by Hattie (1992):

Processes	Infancy	Childhood	Adolescence	Adulthood
(1) Learn to distinguish self and others.	X	X	X	X
(2) Learn to distinguish self and environment.	X	X		
(3) Major reference groups change.		X	X	X
(4) Change source of personal causation.	X	X	X	X
(5) Change cognitive development.	X	X	X	
(6) Change and/or realize cultural values.		X	X	X
(7) Change reception of confirmation and disconfirmation.		X		X

Note. Adapted from Self-concept (p. 119) by J. Hattie, 1992, Hillsdale, NJ: Lawrence Erlbaum Associates.

Infancy and childhood are important initial phases in the development of the self as well as the various self perceptions of self-concept. In the large amount of literature that does exist on the development of self, much of it points to the important influences of both infancy and childhood as well as the social interaction that occurs during these phases. In his conclusion on the developmental process of self Hattie stated:

> For younger children, who are more situational specific and are learning various aspects of their self, the most crucial aspects are empathy, the self and environment, and the formation of personal causation. For adolescents, cognitive development (particularly integration), self-confidence, salience, and higher-order notions are critical....Individuals learn to maintain, strive, have ideals, become self-serving, monitor self, like consistency, and integrate. (Hattie, 1992, p. 139)

This brief analysis of the developmental processes and phases of self highlights the multiple factors that influence and affect the development of the self-concept.

Developmental Analysis and Interaction of Self-Esteem

The following developmental perspective provides a synthesizing and integrative approach to the understanding of self-esteem. Each phase provides the characteristics necessary for the developmental enhancement of self-esteem. As the concept of self develops, so develops the evaluation and interaction of self-esteem. The development, enhancement, and protection of self-esteem is one of the central foundations of one's development from birth to death (Mack, 1983). In each phase of development from infancy through adulthood, the achievement of a sense of positive self-esteem contributes not only to the individual's sense of well-being but also to the "quelling of his fears for his actual survival. In the child's eye's, his sense of self-worth is essential to his survival" (Mack, 1983, p.12).

Infancy is where many of the foundations of positive self-esteem are initially laid down, through the relationships with empathic and significant others, the evolution of individual autonomy, and the emerging differentiation of self (Cotton, 1983). During the infancy development of the self, the initial mother-infant dyad provides the unconditional responses to and acceptance of the infant by the mother. This first introduction to the opinion of others, or *esteem of others*, establishes early in an infant's life the significance of the opinion, or *esteem of others* upon developing self-esteem. As noted by Cotton (1983) almost all theories recognize the importance of the opinion, or *esteem of others* in their discussions on self-esteem (James, 1983; Cooley, 1902; Mead, 1934; Rogers, 1961, 1977, 1980; Coopersmith, 1967). It is the *esteem of others* that creates the positive emotional environment during early infancy in which self-love develops and provides the basis of self worth. This internalization of the opinions, love, and feelings of significant others becomes a part of the internal structure of the self-concept and influences both the initial as well as later levels of self-esteem.

> The infant experiences positive feelings of well-being from birth if the parent-child relationship is empathically responsive to the infant's individual temperament, needs, and wishes. 'Mothering' confirms an infant's experience when it is in 'harmony' with (Sander, 1962) or 'mirrors' (Kohut, 1971) the infant's actions. The parent-infant fit creates a basic affective experience which will be associated later with feelings of positive self-esteem. (Cotton, 1983, p. 124)

This early cycle or reflexive period of primarily circular positive reactions unconditionally from significant others' interpersonal interactions with the infant begins the development of basic trust (Erikson, 1950; Hamachek, 1986). This positive self-esteem and affective feeling of self worth provides the infant an early sense of self-confidence and "pleasure of 'being' oneself and 'doing' for oneself" (Cotton, 1983, p. 124). This enables the child to begin mastering skills and achievements within this positive emotional

environment and gain initial *competence* in life, which is "the basis in reality" for self-esteem (Coopersmith, 1967, p. 37). "Just as approval and love from accepting parents leads to pleasure and pride in 'being' someone, the real successes a child has had will foster his or her pleasure in 'doing'" (Cotton, 1983, p. 124). Cotton stated the literature supports the position that competent children developed within a supportive, praising world of loving caretakers result in developing a healthy level of self-esteem into childhood.

Childhood self-esteem regulation still depends on parental influence in the home. The various attitudes, opinions, and behavior exhibited towards the child establish, by example, the child's early guidelines for behavior (Cotton, 1983). This is done through both acceptance and praise as well as limits, rules, firmly established expectations, and corrections to behavior. Coopersmith (1967) described parental acceptance and limit setting guidelines as being major conditions present for children with high self-esteem. Children experience an increase in praise and acceptance as the expectations, rules, and limits are met, and thus raises their level of self-esteem. This feeling of accomplishment contributes to the child's sense of *competence*, along with other learned tasks such as walking, moving objects, and tying their shoes. This increasing ability and capacity of the child to interact effectively with the environment increases *competence*, the child's own positive evaluation, and establishes an increasingly higher level of self-esteem, which is reinforced and confirmed by parents and significant others in a positive way. Even though the child's self-esteem depends heavily during this phase of life on parental acceptance and approval of the child's emerging identity and self evaluations, gradually the self-esteem regulation becomes more dependent on internal structures and self perceptions.

Children are continually building and constructing a level of self-esteem from their life experiences, an internal organization of past experience that is felt as a growing foundational base (Cotton, 1983). This foundation begins to allow the child to gradually become more independent from others to develop the beginnings of an inner representation of positive self-esteem. This growing independent inner representation of self-esteem develops at the same time the number of significant people in the child's life expands. The inner representation of positive self-esteem fosters a sense of self-confidence necessary to begin dealing with the increasing number of significant people. Children develop a hierarchy of these people who validate the level of self-esteem including members of the extended family, baby sitters, teachers, and neighbors (Cotton, 1983). Children interpret the level of acceptance and approval from these increasing significant others and in turn begin to regulate their own level of self-esteem. The foundational base of inner representations of the child's self-esteem begins to hierarchically influence the construction of an internal criteria of the self-concept for ascertaining self worthiness. The hierarchy is largely determined by the values and beliefs which the child has internalized from earlier experiences with significant others (Beane & Lipka, 1986). This internal criteria of values and beliefs, along with any learned expectations and aspirations, tends to regulate and interpret the flow of external sources of self-esteem (Coopersmith, 1967). This *selective filter* influences and regulates children's interpretation of the level of *esteem received from others* and their own feelings of *competence.*

> The three sources of self-esteem [esteem of others, competence, and the self's selective filter] have become integrated in such a way that it hardly becomes possible to discuss them separately. The self as it serves as a selective filter for development in the other two areas [the esteem of others and competence] becomes the major tool for the regulation of self-esteem. Thus, the impact of praise on self-esteem is

> highly dependent on whether the child values the praising person and the area of the self which is being praised. (Cotton, 1983, p.135)

These three sources of *esteem of others*, *competence*, and the self's *selective filter*, are all integrating, developing, and enhancing the individual's level of self-esteem as they move into the pre-adolescence phase.

Pre-adolescence is a phase where the added multiplicity and integration in both self-concept and self-esteem developmental phases struggle in the conflict between internal self comparison and external social comparison (Hattie, 1992). The number of significant people expands even further from home to include peers and membership in various school, social, racial, religious, and national groups. As these boundaries of self increase, pre-adolescents tend to value or devalue the various social categories by which they define themselves, such as jock, nerd, brain, black, white, Hispanic, Catholic, Jewish, Muslim, democrat, republican, independent, poor, rich, liberal or conservative. The pre-adolescents' perceptions and interpretations of group membership start during this phase and continue throughout their life to support or hinder positive self-esteem (Cotton, 1983). During this period of great social and cognitive skill building and learning, realistic capabilities are important for the self-concept, and in turn, for the level of self-esteem. Erikson (1950) described this period as a time when the self is defined by what the pre-adolescent learns. The pre-adolescent's ability to be industrious and achieve success in school leads to positive feelings of self-esteem (Cotton, 1983). During pre-adolescence the early development of concrete operational thinking and the further structuralization of the self creates both specific concepts and general concepts of the pre-adolescent's self perceptions. This multidimensional perspective of self-concept causes a multidimensional process of evaluation, which in turn creates both a specific

and general level of self-esteem. The development of feelings about oneself as a good or bad person, a smart or dumb student, a strong or weak athlete, attractive or unattractive, moral or immoral, wanted or unwanted are all specific examples of self perceptions within the general evaluation of self-esteem. Each specific area's level of self-esteem is regulated by whether or not the pre-adolescent believes it to be of some value (Beane & Lipka, 1986). Pre-adolescents and adolescents reorganize, differentiate, and prioritize the various areas of the increasingly multidimensional self-concept as well as the feelings and beliefs of value each represents to the individual (Hattie, 1992). This period of transition and transformation occurs during the time of rapid and dramatic physical, social, emotional, and cognitive changes known as adolescence.

Adolescence reorganizes and consolidates many of these changing perceptions, values, and beliefs about the various areas of the self (Hattie, 1992). The increasing complexity in levels of self perceptions are sorted out as the cognitive development leads to more formal operational thinking (Cotton, 1983). Solving the identity crisis becomes a major focus in an adolescent's life. Abstract thought and introspections gradually bring the adolescent's thoughts and feelings into clearer focus. Adolescents begin to concern themselves with the future as well as the present and past. Self-esteem regulation starts to depend not only on current and past perceptions as before but also on anticipated worth as adolescents plan out their future goals, careers, dreams, and wishes. The *esteem of others* begins to shift more from the parental reliance to peers and their acceptance, support, and praise (Cotton, 1983). The hierarchy of significant others continues to shift and expand, allowing their own self to become more important in the process of maintaining self evaluations. As self-esteem is enhanced by these

reorganized, consolidated, more stable and realistic foundational bases upon which self evaluations are made, the adolescent's "'locus of knowledge' [begins] to shift from the belief that the truth about him or herself comes from without to the belief that it comes from within" (Cotton, 1983, p.140). The psychological interior of adolescents stabilizes and clarifies their self perception as well as their self evaluation, as they mature into adulthood.

Adulthood maturity marks the continuing negotiation of issues which affect self-esteem, and to a lesser extent the mechanisms that regulate self-esteem. Certainly many various pressures and developmental periods throughout adulthood present challenges to the organization of self perceptions and the level of self-esteem. However, as Cotton stated:

> Mature self-esteem regulation occurs when a person can sustain a relatively high level of self-esteem by means of the realistic valuing of skills and accomplishments; can rely on internal standards of achievement and moral virtue that are flexible and appropriate to the person's life situation; and can be appropriately concerned with the approval of valued others and groups. (1983, p. 140)

The very consolidation of the self into a sense of identity creates a more stable and mature level of self-esteem. The more realistic ideals of adulthood become the inner guide for self-esteem judgments and combined with the new appreciation of the future, this structure leads the adult to self appropriate goals. This enhances the possibility of maintaining and developing a personal, attainable, ethical system of defenses and adaptive skills to maintain adequate impulse control which further enhances positive self-esteem in the future (Cotton, 1983).

A summary of the developmental line for self-esteem regulation and the characteristics of the developmental enhancement of self-esteem is given in Table 3.

Table 3.

The Development of Self-Esteem as described by Cotton (1983):

Phase	Summary Characteristics of the Developmental Enhancement of Self-Esteem
Infancy	(1) From the mother-infant relationship if the care-giving is emphatically responsive to the infant's individual temperament, activity level, needs, and wishes. (2) In and from the infant's own body when experiencing own capacity to affect change in the environment; manage anxiety, and develop autonomous functions. (3) Through the incorporation of primarily positive 'transitional structures' (such as parental behavior, personality, emotional environment of the family) into the self. (4) Through the positive differentiation and the gradually emerging awareness of self.
Childhood	(1) Parental positive (acceptance, praise) and negative guidelines (limits, rules, realistic expectation) to bolster positive self-esteem. Due to the fragility of the inner representations, external validation is still particularly important. The child is gradually incorporating these standards and affects internally. (2) The number of valued people begins to shift from the home (parents and siblings) to school (teachers and other adults). (3) The child's elation at learning to walk, run jump, and name objects. Mastery of specific skills and abilities enhances self-esteem and determines in part what areas of the self are valued. Peer interactions assists the development of social skills with people outside of the family. (4) Advanced differentiation of self from non-self through negativism, increased mastery of motor, cognitive, and language skills and integration of the approval for the developing self from significant others. (5) Observation and evaluation of the self. Realistic self-evaluations are possible. Language conveys this process through the use of 'I.' (6) Expansion of the self through negotiation of development and identification with competent, loving models. Identification with parental qualities, roles, and power adds breadth and self-confidence to the self. (7) Initial development of gender identity.
Pre-Adolescence	(1) The number of valued people expands further from the home (parents and siblings) to school (peers, teachers, and other adults). (2) Mastery of the psychosocial conflict of industry versus inferiority leads to investment in skill-building and learning in school. Real mastery of skills is valued as opposed to fantasized accomplishments. (3) Self-esteem is enhanced if the ability praised is central to the self-concept and the praise comes from a valued person. (4) Concrete operational thinking shapes the nature of the self. The pre-adolescent defines himself according to the 'social exterior'; focusing on abilities, achievements, physical characteristics, and social identity elements. Positive self-esteem is vulnerable if rejection, failure of defects occur in these areas. (5) Gender identity is elaborated by increased identifications with the same sex friends of best friends, and stronger boy-girl interactions.

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Adolescence	(1) The esteem of others shifts from a primary reliance on parents and adults to peers. Self-esteem regulation relies heavily on peer acceptance, support, and praise. (2) Puberty changes lead to a refocusing on the body and leading to assessment of whether the body is sufficiently attractive, strong, female or male like. (3) The regulation of self-esteem is shifting from a focus on meeting the standards of others to meeting internal standards. (4) Formal operational thinking of late adolescence begins to lead to a new basis for self-evaluation The adolescent focuses on abstract qualities and thoughts; evaluates comparisons of past, present and future possibilities; and uses introspection to redefine the self in terms of the 'psychological interior.' Self-esteem regulation evaluates the private, invisible world of emotions, attitudes, wishes and secrets.
Adulthood	(1) Consolidation of the self into a sense of identity creates a mature stable level of self-esteem. (2) Realistic ideal becomes the inner guide for self-esteem judgments. Combined with the new appreciation of the future, this structure leads the adult to self appropriate goals which enhances the possibility of maintaining self-esteem in the future. (3) The increasing self structure provides new defense mechanisms to achieve greater impulse control leading to enhanced self-esteem. (4) The development of a personal, attainable, ethical system and the defenses and adaptive skills to maintain adequate impulse control further enhances positive self-esteem.

Note. Adapted from "The development of self-esteem and self-esteem regulation" by N. S. Cotton, 1983. In J. E. Mack & S. L. Ablon (Eds.) (pp. 145-148) The development and sustenance of self-esteem in childhood. New York: International University Press.

In addition to the various phases of self-esteem development, certain trends can be said to characterize its development throughout the various transitions of life. Frey and Carlock (1989) stated that managing the various transitions of life is directly related to one's self perception, self evaluations, and level of self-esteem. "The more positive one's self-esteem, the more able is the person to cope with imposed changes of all types" (Frey & Carlock, 1989, p. 273). They go on to discuss the inevitability of change and the effects of internally generated changes as well as externally generated changes. Their findings emphasize and state that self estimates are important in transitions, regardless of the type of transitions, the phase of transitions, or the developmental characteristics of transitions. Certain trends in the formation of self-esteem throughout all the developmental processes appear evident as characterized by Cotton (1983) in Table 4.

Table 4.

Developmental Trends in the Formation of Self-Esteem as described by Cotton (1983):

Six Developmental Trends which Characterize the Development of Self-Esteem
(1) Self-esteem is lowered as a person moves from one stage to another.
(2) Self-esteem is enhanced as each developmental period is successfully negotiated.
(3) The period of formation of the self is a sensitive period for positive self-esteem.
(4) During the course of development, the individual shifts from relying exclusively on external sources of self-esteem to greater dependence on internal structures.
(5) Self-esteem will always depend to some extent on recognition, validation and praise from external sources.
(6) During periods of 'new learning' there is a return to external sources of self-esteem with a telescoped recapitulation of the shift from external to internal sources of self-esteem.

Note. Adapted from "The development of self-esteem and self-esteem regulation" by N. S. Cotton, 1983. In J. E. Mack & S. L. Ablon (Eds.) (pp. 140-141) The development and sustenance of self-esteem in childhood. New York: International University Press.

Analysis of the Interrelationships

By utilizing the discussion of concepts and the resulting definition of terms in the review of the literature and the developmental analysis and interaction of both self-concept and self-esteem in this chapter, two interrelationships follow. The word interrelationship has been chosen because there is more than a simple connection between the two, as would be implied with the use of the word relationship. The back and forth influential and interconnected nature of self-concept and self-esteem is the reason for much of the confusion and lack of clarity in their related understanding which in turn contributes to the definitional nightmare that was previously discussed in chapter one.

The first interrelationship has to do with the cognitive nature of the self-concept and the affective nature of self-esteem. Hattie (1992) stated quite clearly that "self-concepts of the self are cognitive" (p. 37). This position has been convincingly demonstrated with a preponderance of supportive evidence in the literature to be generally accepted as true. Hamachek (1987) also supported this position and pointed out self-esteem is an affective part of self perception. Knowing that the increasingly multidimensional nature of self-concept gradually develops through the various phases of life into a more stable construct than self-esteem, which tends to fluctuate to a greater extreme, Linville (1982) stated a model to account for this extremity or variability of the affective nature of self-esteem. The model suggests that the extremity in feelings and evaluation is tied to cognitive structure. Specifically it relates to the complexity of knowledge structures that guides the processing of information about the self or self-concept. Linville's argument stated that the "greater the complexity in one's thinking is associated with more moderate reactions" (1982, p.80) in one's feelings. This

has been supported by the work of Schwarzer (1986) who stated "emotions are viewed as being dependent upon cognitions" (p.1). The differences and interactions of thinking and feeling are also present in the work of Zajonc (1980) who stated the fact that most contemporary theories consider affect to be post cognitive. Zajonc, however, also discussed the impact the affect has on cognitive encoding and the perceptual process. All of this supports the notion that the nature of the self-concept is cognitive while the nature of self-esteem is affective.

The second interrelationship has to do with the criterion quality of the self-concept and the evaluative quality of self-esteem. Hattie (1992) presented the idea that the cognitive conceptions individuals have of themselves are expressed in terms of "expectations, descriptions and prescriptions, integrated across various dimensions that we attribute to ourselves" (p.37). This establishes the notion of the self-concept being a set of standards, or ideals, that have been learned, acquired, and developed in an individual's belief system of values. Bean and Lipka (1986) make reference to the importance of values as a basis of belief about the self. Coopersmith (1967) and even James (1983) originally in 1890 stated that self evaluation compares against an *ideal* self of potential capabilities. Erikson (1950) described the *ideal* self as containing the standards and expectations taken into the self-concept. All of this suggests an internal kind of criteria for the individual in the self-concept. Self-esteem on the other hand is the individual's opinion or evaluation of how the individual measures up, or compares to that *ideal* self, or internal criteria. It's described as a sense of self worth, implying both a feeling as well as an evaluation. The word evaluation suggests a cognitive consideration; however, it is the resulting feeling of worth that contributes to an individuals level of self-esteem. This

feeling of worth also reinforces the fact that self-esteem is affective in nature as well as evaluative in quality. The evaluation that takes place confirms the notion that self-concept is cognitive in nature in addition to having a criterion quality as well.

Summary

This chapter's analysis provided a brief look into the processes and phases of infancy, childhood, pre-adolescence, adolescence and adulthood highlighting the multiple factors that influence and affect their development with regard to self-concept and self-esteem. A basis of processes in the development of self-concept as well as the development of trends in the formation of self-esteem was presented. The analysis brought together the interrelationships helpful in understanding the cognitive nature of self-concept and affective nature of self-esteem, as well as the criterion quality of self-concept and evaluative quality of self-esteem.

CHAPTER IV
CONCLUSIONS

Synthesis

In analyzing the various definitions, developments, and interactions between an individual's own self perception of self, self-concept, and self-esteem, the following synthesis of perspective and understanding can be reached. The self consists of the sum total of an individual's sense of personal existence (Corsini, 1984; Husen & Postlethwaite, 1985; James, 1983). This sense of self perception continually processes an individual's self awareness of one's own thoughts, feelings, and behavior, which are influenced by the environment, heredity, maturation, as well as the values and beliefs of the individual (Frey & Carlock, 1989). An individual's awareness of the various aspects of the self, including physical self, behavioral self, social self, and psychological self all contribute to creating that individual's conceptual perspective or perceptual field of the self (Frey & Carlock, 1989; Hensley, 1983; Luft, 1955, 1969). Being a phenomenological perspective (Hochreich & Rotter, 1975; Rogers, 1961, 1977, 1980), people develop an internally individualistic conceptual way of seeing themselves (as in self-concept) (Beane & Lipka, 1986; Hamachek, 1986; Harter, 1983, 1985, 1990; Hattie, 1992; Lewis & Brooks-Gunn, 1979; Shavelson & Marsh, 1986) as well as feeling about themselves (as in self-esteem) (Beane & Lipka, 1986; Coopersmith, 1967; Cotton, 1983; Erikson, 1950; Frey & Carlock, 1989; Mack,

1983), which is the result of these thoughts (Linville, 1982; Schwarzer, 1986; Zajonc, 1980).

The thoughts and feelings people have of themselves develop through the various phases of life from infancy, childhood, pre-adolescence, adolescence, into and through adulthood (Cotton, 1983; Hattie, 1992). Both rely on the individual's phenomenalistic view of their own gradually programmed *ideal* self; which includes the internalized descriptions, expectations, and prescriptions of their self; and their evolving *real* self, including the attempted realizations of the *ideal* self in their own phenomenologically perceived *real* world as well as society in general. A comparison between this *ideal* perception and *real* perspective is appraised and expressed in a resulting evaluative affect. This is both integrated clearly or unclearly through self verification, consistency, complexity, and enhancement with the self-concept. It is also attributed to positively or negatively, consistently or inconsistently, confirming or disconfirming, various types and amounts or levels of self-esteem. Simply stated it can be concluded that:

1. The self is a psychological construct consisting of the sum total of an individual's senses or perception of personal existence.
2. Self-concept is primarily cognitive in nature, while self-esteem is primarily affective.
3. Self-concept tends to have a more criterion quality, while self-esteem tends to have a more evaluative quality.
4. Self-concept influences and tends to regulate the level of self-esteem, while self-esteem can also affect the cognitive encoding and perceptual process of the self-concept.

5. Both self-concept and self-esteem can be described as having a structure as well as being in process.

6. Both self-concept and self-esteem develop and interact with each other through various phases of life.

7. Both self-concept and self-esteem rely on the individual's phenomenological view of themselves and their world as well as the person's interpretations that this implies.

8. Both self-concept and self-esteem are multidimensionally or multifaceted hierarchically organized or structured.

9. Both self-concept and self-esteem are externally influenced and internally controlled.

Relevance and Application

Knowing the analysis of theories, synthesis, and thereby reaching some conclusions is not enough for a thorough understanding in using or putting the ideas into practice. A clearer application and relevance must be made as it relates to educational psychology, and specifically to the classroom. Referring back to the opening introductory scenario presented in chapter one, this understanding of theory needs to be put into practice.

The thoughts people have about themselves (self-concept, the *ideal* self perception or *I* that does the thinking, a person's conceptions of identity, and capabilities, the cognitive component) influence, regulate, and affect the feelings people have about themselves (self-esteem, the *real* self perspective or *me* that exists and is the *object* of the thoughts, emotions, and feelings about themselves, the affective component). Analogically speaking, self-esteem is equivalent to a state law, and self-concept is the federal law, in the sense that a federal law will cancel out, or over ride any state law that is not congruent to federal law. State laws are affected, influenced, and regulated

by federal appraisals of laws and rulings. State laws occasionally impact and have an affect on federal perception, interpretation, and ruling on à law, but most of the time, the federal law sets the standard or criteria. "Even though you are trying to make *me* feel better, *I* don't think I'm worth it!" is the way that Adam processed the teacher's comment in the opening introductory scenario presented in chapter one. The teacher meant the comment to make the students think and feel better about themselves so they would be motivated to work hard and succeed not only in the classroom, but in life. The students' self perception however was not congruent with the statement (cf. Festinger, 1957, 1962). The students' self-concept (or federal law) therefore canceled, overturned, or ruled out the teachers attempt at enhancing the level of self-esteem (the state law), intended to get the students motivated.

Students who work hard and succeed in learning have always been a goal for every teacher. Motivating students to do that has always been an issue in education. Some teachers use awards, gold stars, happy face stickers, while others believe in using detention, punishment, demerits, and other negative fear tactics as incentives, threats, or manipulation. The old "carrot and stick" approach, even applies to grades, although it is the student's perception as to whether the grade is a "carrot" or a "stick." Why would Adam consider a grade of 70 percent a stick, while Chris would consider it a carrot? Because it's not necessarily what grade, comment, award, reinforcement, manipulation, or incentive the student is given; it's how the student receives it. An individual's perception is, for that individual, reality. An individual's self perception, or perception of one's self, is what controls, influences, and slants how that individual sees and feels not only about him or herself, but the world.

This assists in understanding that all of the grades, comments, awards, gold stars, happy face stickers, detention, punishment, demerits, negative fear tactics, incentives, and threats, are extrinsically controlling approaches to shape the individual into working hard and succeeding. None of them necessarily raise students' self-esteem or help clarify their self-concept, if they are not important or have value to the student. All of this is simply manipulation which tries to manage or control artfully and with shrewd use of influence. In some cases, the recent onslaught of emphasis on self-concept and self-esteem has simply been used to erroneously justify the further practice of manipulatory tactics. Manipulation is not true motivation. The word motivation, based on the word motive, is defined as some inner drive, impulse, or intention (Corsini, 1984). The only true form of motivation is self motivation, which is an intrinsically inspired need or want. In order to get students motivated to work hard and succeed in learning, students must be self motivated to work hard and succeed in learning, especially if it is going to last either in the classroom now, or later throughout their life. The shift of understanding extrinsically controlled students manipulated to work hard and succeed, to intrinsically inspired students motivated to work hard and succeed needs to take place. This development gradually transfers the locus of control (cf. Lefcourt, 1976) from the teacher to the student in education, from the parent to the child in the home, from the boss to the employee in the workplace, from society to the individual in the world.

This gradual transfer of control from external to internal develops throughout our lives as well as in various situations. People are born into this world dependent on others and gradually learn and grow to be more independent. When individuals start a new job, they are very dependent on their boss or colleagues to help them start out and gradually learn to do the

job on their own. Once individuals have this control, what some have labeled personal power (cf. Rogers, 1977), suddenly the choice of how they respond is theirs. The awareness of this choice and the ability to make it is very important for it to affect the individual's self perception. If individuals feel that they have no control over the situation, and blame the teacher, their parents, the boss, circumstances, or society, then they are in a sense giving up their own power to choose, or at least the awareness of their ability to choose. When they blame that external influence (or control as they perceive it), they give up their internal control. It is not what happens to them as much as the way they perceive what happens to them and then in turn respond based on their self perceptions, which influences the clarity of their self-concept, and the level of their self-esteem.

It is the individual's perception of the carrot or the stick or even the grade as in the scenario, that gives it meaning for that individual and makes it real to that individual. Self perceptions form a psychological context through which individuals view the content of what happens to them. The individuals' self-perception starts early in life to be dependent on significant others, such as parents or guardians at home. About the time individuals begin to go to school, their self perceptions become influenced by other adults such as teachers as well as peers. As individuals mature through adolescence the peer group's influence grows. Cooley (1902) and Mead (1934) both recognized that these perceptions of the self as a thinking, feeling entity with thought and emotion were all developed in relation to other people. They also realized that through the interaction of people certain patterns of behavior within the culture can also influence the individual's self perception. As an individual's self develops it becomes more aware of itself through other people and their reactions to that individual as a thinking, feeling, and acting

person. This internal awareness enhances clarity of the self-concept and gives individuals the opportunity to enhance their own level of self-esteem. The understanding of this process, which is unique only to human beings (Fitts, 1971), implies the fact that certain recommendations must be in place for improving the self perceptions of self-concept and self-esteem.

Recommendations

The following recommendations can be set forth for the enhancement of clarity of self-concept and the level of self-esteem within the individual's self. These are based on the synthesis of conclusions, which are within the context of the developmental interaction and analysis, as well as the discussion of concepts and definition of terms via the literature review. These recommendations are intended to lay a useful foundation from which one can begin to bridge the gap currently existing between theory and practice.

1. In order for individuals to develop a positive self awareness, they must understand that the self consists of the sum total of an individual's sense of personal existence and continually processes an individual's awareness of the various aspects of the self which contribute to creating that individual's self perception.

2. In order for individuals to enhance the clarity of self-concept, they must clearly identify; realistically and accurately assess both strengths and weaknesses; nurture and develop the values and beliefs necessary for maintaining a clear balanced perception of self.

3. In order for individuals to enhance the level of self-esteem, they must maintain a clear balanced self-concept (see recommendation number one); understand how self evaluations are made from all areas and on all levels of the self including cognitive, affective, physical, behavioral, social, and psychological; as well as develop the skills needed in positively constructively

affecting self judgments which determine one's feelings of worthiness in one's perspective of self.

These recommendations should be evaluated in the field to see if they have encompassed all that is represented by the theory or if there are additional recommendations that need to be considered. Models and strategies should be developed based on these recommendations to in order to implement them into practice. These implemented models and strategies would then need to be tested empirically in order to determine and validate that they were effective in achieving the results the recommendations suggest are necessary. Many models for increasing self awareness, clarifying self-concept, and enhancing self-esteem are available and are being implemented in schools and society. Many of these have been researched and just as many have not. Obviously with the enormous problems students and society are facing many of these models that have been put into practice have not done the job. By going back to the basic theories and extrapolating recommendations from those theories one can rebuild the bridge from theory to practice.

Future Steps and Further Study

In the future clearer use of the terms and definitions relating to issues of self perception, self-concept, and self-esteem in education, psychology, and all related fields would help in facilitating a better understanding for comprehension, utilization, and application. Hall and Lindzey (1970) are quoted in their survey of self theory as stating: "One could wish that it were possible to establish by fiat standard definitions of the self...and make it illegal to use them in any other way" (p. 523). Certainly the recent work of people such as Frey and Carlock, Cotton, Hamachek, Hattie, Harter, Linville, Marsh, and Shavelson have assisted in adding to this clarity. More

assessment needs to be done on these various theoretical models and more critical research is needed in measuring and differentiating between the various constructs of self, self-concept, and self-esteem. There needs to be more testing, evaluating, and refinement of the cognitive nature of self-concept such as that of Hattie, Marsh, and Shavelson; and more confirming, examining, and understanding of the affective nature of self-esteem such as that of Hamachek, Cotton, Linville and Zajonc. Programs and approaches to enhancement of self perceptions such as that of Beane and Lipka, Frey and Carlock, and Studstill need to be implemented, applied, and evaluated for effectiveness. Most importantly there needs to be a greater sharing of information, exchange of ideas, and discussion of findings such as that of the Ontario Symposium's, the National Council for Self-Esteem, and scholarly works such as this thesis.

> It is certain that self-concept and self-esteem will continue to be influential variables in research studies, schools, and counselling offices. Whether it remains a 'throw-it-in-and-see' variable, or whether it becomes the focus of competing theories and used as a causal influence on other affective, motivational or behavioral systems, is the key question. If the former, then it is likely to remain a fad and not be that useful. If the latter, then we may come to know much more about the mechanisms of conceptions of self, and the methods by which individuals weigh information about self, and we may have more possibilities of devising successful methods to enhance self-concept. (Hattie, 1992, p. 254)

The influence of self-concept and self-esteem has even reached the highest level of government. A legislative proposal entitled the National Economic and Social Esteem Act of 1993 is in twenty five United States Senate and House of Representatives' offices. Senator Barbara Mikulski, a distinguished Democrat from Maryland is leading supporter of the legislative proposal if it can be tailored to elementary and secondary educational legislation (Vasconcellos & Miller, 1992a). Senator Al Gore as well as

Secretary Jack Kemp met in May of 1992 with John Vasconcellos, California Legislature Assemblyman, Andy Michael, Legislative Aide, and others, to discuss this legislative proposal that would enhance self-esteem awareness and understanding in every Congressional district. A summary of the proposed legislation was also recently presented at a luncheon briefing on September 29, 1992 in the United States Senate (A. Michael, personal communication, November 9, 1992).

This proposal could initiate a promising step closer to focusing self perception theories, or it could continue a fad of "governmental commissions, blue-ribbon panels, back-to-basics programs, alternative schools, and other attempts at reform. The problem is deeper than declining test scores, low teacher morale, student violence, drugs, and apathy" (Canfield & Siccone, 1993, p. ix). According to the proposal "the Congress is charged with the responsibility of addressing major societal and economic challenges" and yet also admits that "the government is by itself unable, nor is it the sole responsibility of the government, to solve all social problems" (Vasconcellos & Miller, 1992b, p.2-3). That responsibility rests in the hands of every individual. In the same Newsweek Gallup Poll that found eighty nine percent of the people thought self-esteem was very important in motivating a person to work hard and succeed, only ten percent thought they had low self-esteem (Alder, J., et al. 1992). The rest of the people identified "someone else" (p. 50) as having low self-esteem, but remember "we don't see the world as it is, we see the world as we are." The purpose of the proposed legislation is to "provide the people information and education that enables citizens to better understand in theory and apply in practice their own self-esteem" (Vasconcellos & Miller, 1992b, p.2-3). The problem is the gap which currently exists between understanding in theory and applying in practice. This thesis

is intended to begin a foundation from which one can bridge this gap currently existing between theory and practice.

> One day, as they stood on the river bank, the townspeople noticed several people frantically screaming for help as they were being carried downstream by the river's raging currents. Moved by their plight, the caring townspeople immediately rescued the victims from the furious waters. However, as time went on, they discovered more and more people being carried downstream by the river. Research revealed what everyone had suspected. The bridge farther up the river had been badly damaged, and only half the people were making it across.
>
> As time went on, matters got worse. An ever-increasing number of people needed to be rescued. The town committed more and more of their annual budget to the problem. They hired permanent rescue workers, built a riverside hospital, created rehabilitation programs, invented ever more sophisticated rescue devices, and trained more volunteers.
>
> One day, after several years of pulling people out of the river, one young man began to ask, 'Wouldn't it be better if we repaired the bridge?' Many of the rescue workers were too busy to pay any attention to this idea. Others had never seen the bridge and were afraid to venture away from the familiar. Still others said that they hadn't the slightest idea how to repair a bridge. And so the bodies kept coming. (Canfield & Siccone, 1993, p. ix)

Summary

The foundational base of this chapter was established by the definition of terms via the literature review from chapter two and within the context of the developmental interaction and analysis of chapter three. The significance of the nine conclusions drawn and the three recommendations stated were discussed in terms of their relevance in educational psychology and provide the foundational pillars from which a bridge can be constructed between theory and practice. The entire exploration of this theoretical issue answered the research questions by:

1. Examining the relevant literature on self, self-concept or -image, self-esteem and the corresponding theories underlying these concepts of self perception.

2. Identifying the interrelationships between these three areas of self perceptions.

3. Extrapolating conclusions and suggesting the recommendations to follow in order for individuals to develop a positive view of self.

This thesis serves as a selected review and investigation of the available literature, an exploration of this theoretical issue, and a theoretically analyzed foundation which suggests the recommendations to follow for individuals to develop a positive self awareness and perception of themselves, their own self-concept, and their level of self-esteem; all areas of self perception which form the psychological context through which individuals view the content of what happens to them throughout their lives.

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